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A STUDY OF

THE SUPERINTENDENT'S ANNUAL REPORT
TO THE BOARD OF EDUCATION

By

WILBUR J. WAGGONER, B.A.

A FIELD REPORT

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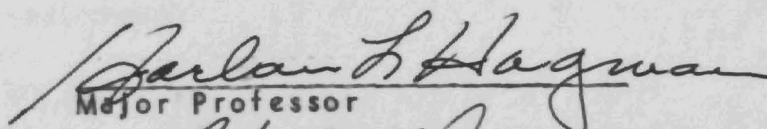
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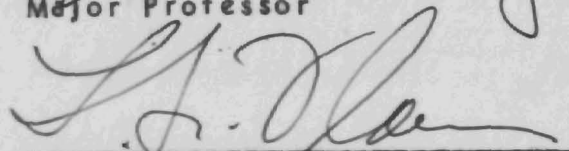
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CHAPTER I

INTRODUCTION

As school districts grew in size and complexity, the need was felt for an administrative officer to coordinate the various activities of the schools. The first permanent superintendent was created in Buffalo, New York, in 1837, and

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this time the duties and functions of the superintendent have been generally established both by practice and by law. The Iowa code of 1948 defines the superintendent's local position thusly:

He shall be the executive officer of the Board and have such powers and duties as may be prescribed by rules adopted by the Board or by law. Boards of directors may jointly exercise the powers conferred by this section.²

As executive officer of the board, it is the superintendent's duty to keep the board of education informed as to the progress of the schools. Board members are not qualified

¹Arthur B. Washburn, *School Administration*, Boston, Houghton Mifflin Co., 1940, p. 247.

²State of Iowa, *School Laws of Iowa, 1948*, Ch. 977, Sec. 979.14, p. 179.

educators nor do they spend all their time on the school scene, consequently the superintendent must make all possible efforts to inform and educate the board members of the school in which he serves.

CHAPTER I

The greatest trouble with most board members is that they do not have time to find out for themselves the facts about the school. Board members do not visit school often enough to know what is going on. That leaves a terrific burden on the superintendent. He must in some way deliver adequate information to each board member so that board action can be intelligent.

INTRODUCTION

As school districts grew in size and complexity, the need was felt for an administrative officer to coordinate the various activities of the school. The first permanent superintendent was created in Buffalo, New York, in 1837, and by 1860 this position may be considered to be firmly established.¹

Ninety years have passed since this latter date. In this time the duties and functions of the superintendent have been generally established both by practice and by law. The Iowa code of 1948 defines the superintendent's legal position thusly:

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educators nor do they spend all their time on the school scene, consequently the superintendent must make all possible efforts to inform and educate the board members of the school in which he serves.

The greatest trouble with most board members is that they do not have time to find out for themselves the facts about the school. Most board members do not visit school often enough to understand what is going on. That leaves a terrific burden on the superintendent. He must in some way deliver adequate information to each board member so that board action can be intelligent. Board meetings are usually pretty busy sessions and ordinarily there would not be time for one to deliver a report on the state of the schools.¹

In the facts given above lies the difficulty that this study was undertaken to help resolve; namely, how can the board of education be more adequately informed?

Superintendents who complain that they cannot accomplish anything educationally because the board of education is backward and will not support educational progress, should look to themselves first for the answer. Paul H. Hanus says,

[The superintendent's reports] should give the board detailed information about the educational needs of the community and make clear the extent to which the school system meets those needs. There should be reports on every phase of the school system's equipment, activities, costs, and results for each year; and there also should be reports of progress from year to year.²

If the superintendent expects his program to be supported by the board, who are duly elected representatives of

¹Judson Parson, "Bentwood School Board Gets Facts and Figures," The American School Board Journal, CV (October, 1942), 27-28.

²Paul H. Hanus, School Administration and School Reports, Chicago, Houghton Mifflin Company, 1920, p. 94-95.

the people, they must be informed and kept informed by the superintendent.

Purpose of the Study

There is a wide variance in the practice of making an annual report to the board of education by the superintendents. The beginning superintendent as well as all superintendents needs to know what goes into this annual report, how it is made, and to what use it is put.

The ultimate objective of this study was to discover the practices in making an annual report to the board of education by selected superintendents in the state of Iowa serving schools of under five hundred enrollment, and to compare those with the generally accepted practices and characteristics of the annual report as recommended by authorities in this field. The understanding of these generally accepted practices and characteristics of the annual report as recommended by authorities in this field. The understanding of these generally accepted practices and characteristics of a good annual report will help the writer to better inform the board of education through the use of a usable, effective, and informative annual report. It is hoped that other superintendents will find the study helpful in making their annual report and thus enable them to have the support of an informed board of education.

Definition of Terms

To be certain that common understandings exist, it is well to define certain terms used throughout the report.

By superintendent, the writer means the main administrator.

administrative officer of the school other than members of the board of education.

As chief executive of the board of education, and director of the school system, the superintendent directs the educational program, manages the business affairs, serves as expert advisor to the board in initiating and developing new policies, and acts as community leader in promoting social welfare through the agency of the school as a social institution.¹

The board of education is the legislative body of the school system and is responsible for the proper functioning of the school in the community. By definition the school board is an artificial person created by a general or special law to maintain a system of education in a certain territory.

The annual report is a publication of the school which serves to inform the board of education about the character, the condition, and the improvements of the school. It provides basic data for budget building and educational expansion. The superintendent's annual report to the board of education serves to inform it about the educational and business affairs of the school. It brings together various statistical studies of the school progress, achievement, and business administration. The superintendent of schools makes use of the annual report to the board of education in an effort to account for his stewardship of the school.

In compiling the report, it is the aim of the writer to present a true cross section of the school year that is being reported. This cross section includes financial

¹Winfred Bly, "A Joint Study of the Functions of Superintendents of Schools in Fifty-two Iowa Towns or Cities of 1,500-12,000 Population with Special Reference to Public Relations," Unpublished Master's Field Report, Drake University, 1948.

statements, attendance statistics, and a record, both statistical and descriptive, of what the schools are doing. In this way members of the board are given a summary of the year's work and have at their disposal information concerning the activities of the school that enables them to answer questions that may be raised during the year.¹

Value of the Annual Report

The values of the superintendent's annual report to the board of education are many and great. It is likely that no single piece of material is so helpful in informing the board as to the educational and business aspects of the school. It is only one of the informative methods that should be used, but it, if used correctly, can go a long way toward getting the board to support a progressive educational program. The practice of making an annual report, particularly among the larger school systems, has been fairly common since colonial days. It is not a new method of informing the board.

The board of education can use the annual report as a support when explaining the school program to interested taxpayers. When Mr. Taxpayer questions the amount being spent on education, a member of the board may be able to turn to the current report and compare the cost for his school with the average cost of other schools in the state over a period of years. If he questions the amount being paid Miss Smith, the board member can perhaps turn to another page and compare Miss Smith's salary with the median for the state in comparative schools. When such information is readily accessible

¹H. R. Partridge, "A Superintendent Makes His Report", The School Executive, LIX (February, 1949), 37.

much criticism is prevented. Thus the report serves as a tool for the defense of the school and for enlisting adequate support.

Since the state and national offices of education are requiring more and more data, data used in the annual report can quite often also be used in the annual report to the state department of education and in the report to the county superintendent. It thus serves as reference material to the superintendent in making these reports. The report is also useful as a handbook to the administrator for other future reference.

There is a selling job to do in education. We need to drive home the importance of education in modern living. An attractive report based on the educational program can sell education. Concepts of what the program is attempting to do can be clarified, and sympathetic attitudes, and a feeling of responsibility on the part of the readers of the report are developed.¹

This is the most important job and greatest value of the annual report--selling a good educational program to the board of education. It should be obvious to all school administrators that without a clear knowledge of the problems of the school, board members may not coordinate their public activities with the program of interpretation. Board members who are kept in sympathetic touch will tend to sustain the policies of the administration and prove to be among one of his chief agencies of interpreting his program to the school.

¹Carl C. Byers, "A Small Communities Annual Report", The School Executive, LXVI, (May, 1947), 59-60.

If the board does not ask for an annual report, the superintendent should submit one as indicating a willingness to go on record regarding the work of the school year, and a recognition of the incidental way in which many matters are submitted to the board of education. If the annual report does nothing but help sell education, it is more than worth the time and money spent in preparation.

However, there are still more values to the annual report.

The annual report in the hands of the school board is a handbook of information often needed and of convenient arrangement for reference. An occasional reading of it keeps members posted on school facts about which they are sure to be questioned. It also provides an accurate record which may be used for comparison of items, one year after another. What is true of the availability of these data for use by board members holds also for school officials and faculty members, who otherwise would be more or less uninformed on the essential data of the total school operations.¹

Such reports are the link between board of education members and what the schools are doing. The reporting function of the school superintendent is stressed in almost every book concerned with school administration. An essential part of the superintendent's advisory and policy-recommending function is making reports to the board about the school. One of the distinguishing characteristics of effective cooperative effort of board and superintendent working together is this use of a well organized and well presented annual report.

¹R. D. Case, "Annual Reports Pay Dividends", The American School Board Journal, CXIV (February, 1947), 54.

The annual report also has great archival value. In no other place can a report of a school year be found in such a convenient form as an annual report. This report will be invaluable in years to come as reference material to administrators and school board members.

Besides all these other values to the school and to the board of education, the annual report has a large amount of personal value to the superintendent himself. It serves a real purpose for the superintendent in compelling him to reduce many thoughts, plans, and ideas to a written form. There is no better way to evaluate a plan, an idea, or a going procedure than to write it down. Some times writing a plan out brings out good points otherwise overlooked. C. D. Redding¹ in his article for The Nation's Schools has said on this subject,

Reviewing the year's work clarifies the superintendent's thinking, and gives him a more objective view of the school as a whole. He is better able to see the year's work in relation to his ultimate goal and, therefore, to plan for the future.

In the process of publishing the report, the superintendent gets valuable training in collecting, assembling, presenting, or interpreting data relative to the whole school system. These data often throw light on certain situations which probably would have otherwise been overlooked.

All of these values for the annual report are there,

¹C. D. Redding, "Annual Reports for the Small School", The Nation's Schools, XXX (December, 1942), 18-19.

but none of them will be obtained unless the annual report is an effective medium of communication. An annual report will have these values to some extent, but only one that is well planned and well executed will have these values to the fullest extent. This study, it is hoped, will be a help toward getting the greatest value out of the superintendent's annual report to the board of education.

The problem was to discover the practices in making an annual report to the board of education by selected superintendents in the state of Iowa serving schools of under five hundred enrollment, and to compare these with the generally accepted practices and characteristics of the annual report as recommended by authorities in this field. The problem was limited to smaller schools because this writer felt that in the larger schools more adequate staff and facilities have lessened the problem. In the smaller school, the superintendent with the help of a secretary and teachers, or a student in many cases, does the bulk of the work of putting out the report. The chapters following will present the generally accepted practices and characteristics of the superintendent's annual report to the board of education.

The study was made on a comparative basis. An analysis was made of the current writings in the field of education on the annual report to the board of education. Then a check list questionnaire was sent to three hundred superintendents in schools of less than five hundred enrollment throughout

CHAPTER 2

THE PROBLEM AND PROCEDURE

The problem was to discover the practices in making an annual report to the board of education by selected superintendents in the state of Iowa serving schools of under five hundred enrollment, and to compare those with the generally accepted practices and characteristics of the annual report as recommended by authorities in this field. The problem was limited to smaller schools because this writer felt that in the larger schools more adequate staff and facilities have lessened the problem. In the smaller school, the superintendent with the help of a secretary and teachers, or a student in many cases, does the bulk of the work of putting out the report. The chapters following will present the generally accepted practices and characteristics of the superintendent's annual report to the board of education.

The study was made on a comparative basis. An analysis was made of the current writings in the field of education on the annual report to the board of education. Then a check list questionnaire was sent to three hundred superintendents in schools of less than five hundred enrollment throughout

the state of Iowa. These schools were selected from seventy-five students to three hundred and twenty-four students, and those having three hundred and twenty-five students to five hundred students. All superintendents who were in their first year at school were eliminated from consideration due to the fact that the writer had no way of telling whether they were beginning superintendents with no experience in making annual reports. Check list questionnaires were sent to the exact percentage of superintendents that each group was of the total schools under five hundred enrollment. Superintendents were selected at random from each group.

One hundred and twenty-four check list questionnaires were sent to schools under one hundred and seventy-five enrollment, one hundred and twenty-six check list questionnaires were sent to schools of one hundred and seventy-five to three hundred and twenty-four enrollment, and fifty check list questionnaires were sent to schools of three hundred and seventy-five to five hundred enrollment. The writer felt that in this way a representative report would be received from schools of all sizes of the smaller schools.

Most of the statements in the check list are on some point recommended by writers on the annual report. The check list questionnaire referred only to the superintendent's written annual report to the board of education in the school year nineteen forty-eight to nineteen forty-nine. The superintendent had to check whether the statement applied to his

annual report, applied only in part, or did not apply to his annual report. The check list was divided into six topics, and under each was listed several statements. The topics in the check list were the procedure of making and using the annual report, financial, instruction and personnel, attendance and enrollment, board information, and miscellaneous. A copy of the check list questionnaire is to be found in Appendix I.

The superintendent was also asked in the questionnaire if the annual report to the board of education was given to others, and if so, to whom. Also he was asked if the annual report was changed when given to others; and what percentage of the annual report was devoted to financial accounting, and what percentage was devoted to educational accounting. Finally he was asked what parts of his annual report aroused the most comments, what parts aroused the most opposition, and if any items were included in the annual report that were not called for in the check list questionnaire to list those.

With the data thus collected from the check list questionnaire, it was an easy matter to compare current practices with the recommendations of educational authority. An analysis of these findings was used as a guide for drawing conclusions and making recommendations on the making of an effective annual report to the board of education.

CHAPTER III

RESULTS OF SURVEY OF SCHOOL

SUPERINTENDENTS

Procedure of Making and Using the Annual Report

Of the three hundred check lists and questionnaires sent to superintendents throughout the state of Iowa, one hundred and fifty-nine were returned, a percentage of fifty-three. Fifty-eight or forty-five and two tenths percent were returned by superintendents serving in schools of under one hundred and seventy-five enrollment; seventy or fifty-five percent were returned by superintendents from school of one hundred and seventy-five to three hundred and twenty-four enrollment; and thirty-one or sixty-two percent were returned from schools of three hundred and twenty-five to five hundred enrollment.

Of the one hundred and fifty-nine returned, seventy-two replied that they did make an annual report by checking that the statement a written annual report was made by the superintendent to the board of education in year 1948-1949 did apply. Forty-six said the statement applied in part and

forty-one said the statement did not apply. Breaking this down into enrollment classes, of the larger schools twenty said the statement applied, seven said the statement applied in part, and only four said the statement did not apply. Of the middle sized schools, thirty-four said the statement did apply, twenty said it applied in part, and sixteen said it did not apply. Of the smaller schools, eighteen said the statement applied, nineteen said it applied in part, and twenty-one said it did not apply. From the above, it is readily apparent that the larger the school, the greater the percentage making an annual report to the board of education.

Only eleven of the responding superintendents indicated that the teachers were given a copy of the annual report while eighteen said that it applied in part, and ninety-five indicated the teacher was not given a copy of the annual report. Compare this with what R. D. Casel says writing in The American School Board Journal,

The annual report in the hands of the school board is a hand book of information often needed and of convenient arrangement for reference. An occasional reading of it keeps members posted on school facts about which they are sure to be questioned. It also provides an accurate record which may be used for comparison of items, one year after another. What is true of the availability of these data for use of the board members, also holds for school officials and faculty members, who otherwise would be more or less uninformed on the essential data of the total school operations.

Twenty-eight of the superintendents reported that their boards considered the annual report important enough

to have a special meeting for the purpose of considering the annual report. Twenty-four said that this statement applied in part while seventy-two said the statement did not apply. Forty-one superintendents indicated that the annual report was discussed at more than one meeting. Twenty-five more said that this applied in part while fifty-eight indicated that the annual report was not discussed at more than one meeting.

Sixty-six superintendents reported that the annual report was accepted formally by the board of education while another thirteen said that this applied in part. Thirty-seven reported that the annual report was not accepted formally. The writer feels that this step is an indication of the importance of the annual report, and is one that should be considered by all superintendents making an annual report to the board of education.

Most of the superintendents making an annual report felt that it should be entirely a written report as indicated by the fact that sixty-five reported that no part of the annual report was given orally. Thirty-four did report that part of the annual report was given orally.

Many writers in this field have emphasized that the annual report should be prepared in an attractive booklet form. To be of archival value it has to be put in a permanent form. However, nearly half of the reporting superintendents said that they did not make a booklet of their annual

report. In the larger schools over ninety percent reported that it was in a booklet form, but in the schools of less than one hundred seventy-five enrollment under one-third reported that the annual report was put in a booklet form.

Only twenty-one superintendents indicated that the annual report was cooperatively developed by the teacher and superintendent, while forty-nine reported that the annual report was made in its entirety by the superintendent. This is opposed to Claude V. Courter's¹ comments in The School Executive magazine.

The process of its (the annual report) preparation can be made an educative experience in staff teamwork and group endeavor.

Ward Miller also said that planning the modern annual report is a cooperative endeavor.²

In the total program of keeping the board of education informed, the annual report is but one of many devices; all of which should be used. However, the writer found that seventy-eight superintendents replied negatively to the statement that the walls of the board room were used to keep pertinent information such as maps of the district and enrollment charts, while only twenty-two replied affirmatively. Twenty-four said this applied in part. This use of the board meeting room walls has been suggested by current writers in

¹Claude V. Courter, "The Annual Report from Planning to Printing," The School Executive, LXVI (May, 1947), 56-57.

²Ward I. Miller, "Planning the Annual Report," The School Executive, LXVI (May, 1947), 52-54.

the field of education. Many writers such as W. B. McPherson and Herold C. Hunt¹ have expostulated the values of a written monthly report as part of the total information program. McPherson says,

Giving the board information during the year enables them to peruse it more carefully.²

Yet we find less than one-third of the reporting superintendents making monthly written reports while fifty-four replied that no monthly written reports were used.

Financial

The Iowa superintendents apparently felt the need to inform the board of education adequately on financial matters. One hundred superintendents replied that the annual report included a proposed budget for the next year. Fourteen more said that this applied in part. Ten indicated that no budget was included, but some of them reported that the budget was given in a separate report to the board. Seventy-six superintendents reported the budget given was a detailed budget. This statement applied in part to twenty-seven more superintendents while only twenty-one reported they did not give a detailed budget in their annual report. The boards had an adequate chance to compare the proposed

¹Herold C. Hunt, "Vitalizing the Annual Report," The School Executive, LVIII (October, 1938), 14-15.

²W. B. McPherson, "Effective School Reporting Through Installment Reports," The American School Board Journal, CV (October, 1942), 40-41.

budget with last year's budget as one hundred and two superintendents said the past year's budget was included in the annual report and twelve indicated the statement applied in part. Sixty-two superintendents said the past two year's budget was included in the annual report. Eighteen replied that this statement applied in part and forty-four indicated it did not apply. The farther from the past year the less chance to compare the budget as was indicated by the fact that only twenty-two school heads reported the past several year's budget was included while eighty-eight indicated they did not include the past several years.

Very few superintendents went to the trouble to inform their boards as to how their budget compared with the median budget of schools of comparative size. Only nineteen reported that this statement applied, fifteen said it applied in part, and ninety indicated the statement did not apply. The board is much more likely to support a budget adequate to give a sound educational program if they know where they stand in comparison with other schools. If the budget is higher than schools of comparative size, the superintendent should be careful to point out the added educational benefits deriving from this higher budget.

Explain the budget. Why is the budget larger? How does it compare with last year in terms of economic conditions? What services does the budget provide for? Is the school economically run? What will the levy be? What curriculum does the budget pay for?

¹Meriden G. Pattington, "Why Keep a Budget a Secret," Nation's Schools, XXXVIII (December, 1946), 45-46

William J. Hagney speaking of a budget,

The budget also contained graphs depicting the increase of state aid in that school district, a pie chart of the sources of revenue of the school district, percentage distribution of expenditures, comparison of teacher's salaries with the average, and various tables of pertinent information, such as school enrollment over a period of years, bonded indebtedness, and per pupil costs. The New York State aid formula sheet worked out for this school district was also included.¹

This emphasizes the need for selling the budget through adequate understanding. Only five of the one hundred and twenty-four reporting superintendents replied that graphs of the budget were included in the annual report. Twelve reported that this statement applied in part, while one hundred and seven indicated that they did not use graphs of the budget. Four of the five reporting graphs of the budget and nine of the twelve saying the statement applied in part came from schools above one hundred and seventy-four enrollment. Very few of the smaller schools indicated using graphs.

Concerning the other school funds, seventy-seven superintendents indicated that the annual report contained a summarized account of the revolving fund. Nineteen replied that this statement applied in part, and twenty-eight said it did not apply. Forty-four replied that a detailed account of the revolving fund was included, twenty-one said this statement did not apply. Eighty superintendents checked that a summarized account of the activity fund was included,

¹William J. Hagney, "Be Your Own Publisher," The School Executive, LXI (May, 1942), 29.

twenty-one said the statement applied in part, and only twenty-three indicated they did not include this. Fifty-six replied a detailed account of the activity fund was included in the annual report, twenty-one said this statement applied in part, and forty-seven reported the statement did not apply. The writer feels that if for no other reason than the archival value and a ready source of reference, the revolving fund and activity fund report, both summarized and detailed, should be included in the annual report.

Instruction and Personnel

Only three of the one hundred and twenty-four superintendents making an annual report said that they included a picture of each staff member. In larger schools where the teachers are not so intimately known by the board of education, this might be an advisable procedure; however, this writer feels that in schools the size covered by this study, a picture of each staff member is not necessary. Another reason for including the picture of each staff member is to have the annual report serve as a history of the school.

In the field of teacher salaries, four statements were made. The writer feels that the board should consider all four when discussing teacher contracts. They therefore should be in the annual report of the past year and be readily available to each board member. Seventy-four superintendents reported the salary of each staff member was included,

thirteen indicated this statement applied in part, and thirty-seven said that the salaries were not included. Only eighteen superintendents reported that median salaries of the teachers in schools of comparative size was given. Such information is available for all teachers from the Iowa State Education Association and is given in the Iowa Educational Directory. The superintendents whose staff is receiving more than the median salary would have to explain that salaries vary by sections of the state, and that quality comes high. Eighty-three superintendents reported that no median salary was given. Pattington advocated this giving of the average salary in Nation's Schools.¹

The other factors to be considered in discussing teacher's contracts are training, certification, and experience. Sixty superintendents replied that the training and certification of staff members was not given. Twenty checked the statement applied in part, while forty-four said the statement applied. Sixty-two indicated that the years of experience at their school and elsewhere was not given. Twenty-seven superintendents said it applied in part and thirty-five checked the statement did apply.

Very few superintendents contacted felt that lists of books, reference material, and other instructional material should be included in the annual report. Forty-one superintendents replied that the lists of books used by each teacher

¹Pattington, op. cit., p. 46.

was included in some way. Twenty-eight indicated that some mention of reference material in each room was made, and thirty-one superintendents checked that instructional materials such as maps, globes, and charts were given in the annual report. The writer feels that such lists should be either included in the annual report, or they should be available in some way for ready reference. As a part of information for the board it might well be included in the annual report.

Twenty-eight school heads replied that the annual report of the teacher was included in the superintendent's annual report. Twenty-one more checked that this statement applied in part. Seventy-five superintendents checked that this statement did not apply. The writer feels that parts of the teacher's annual report might be well worth including, especially if the teacher reports on special projects carried out by him. This would help to increase the board of education understanding of the educational program.

The majority of the superintendents indicated that the curriculum was not included in the annual report. Only thirty-two checked that they did include the curriculum. The majority of the school heads also indicated they did not report the results of standardized tests in the annual report. If such tests are ones having comparison with other schools of the same size, it might be well to include these. It would be a readily accessible source of reference in any case.

Special problems which have been studied during the year or projects which have received special emphasis should be pointed out. This list will vary from year to year.¹

Forty-three superintendents indicated this was done by checking that a report of unusual and worthwhile school projects was included. Twenty-four more said this applied in part, while fifty-seven said this did not apply.

Most of the reporting superintendents felt that a list of needed instructional supplies should be included. Seventy-seven checked this statement as applying or applying in part. On the other hand thirty-seven superintendents checked they did not include needed instructional material.

Attendance and Enrollment

The first five statements in this section concerned enrollment, percent of attendance, and punctuality. The majority, eighty-two, of the superintendents indicated they included the enrollment for each grade. Only thirty-one checked that this statement did not apply. Seventy superintendents, about sixty percent, indicated the percent of attendance for each grade was included. Seventy-four said that the percent of attendance for the entire school was included. Less than fifty percent of the superintendents indicated that punctuality percents for each grade and entire school were included in the annual report. Since this material is

¹Development of Public Relations- The Annual Report, American Association of School Administrators, 17th Yearbook, Washington, Government Printing Office, 1939, p. 23.

available to the superintendent through the teacher's room register, it requires little effort to include it. For both the superintendent and the board it makes a good source of reference for such data.

The next two statements concerned census enumeration and school population trends. One of the primary problems facing education is the rapid increase in enrollment in the elementary school, yet less than half of the superintendents saw fit to include a discussion of school population trends. However, eighty-five superintendents reported that the census enumeration for the school district was included. This information should be made available to board members for long range planning of the instructional and building programs.

Very few of the reporting superintendents included graphs of punctuality and attendance in the annual report. Eleven said the statement did apply, eight said it applied in part, and one hundred and five replied they did not include graphs. Since graphs give a very clear picture of such things, the writer feels it should be included. Examples of such graphs will be given in the next chapter.

Miscellaneous

The first two statements in this section concerned the philosophy of the school. It should take but a page or two, and the board should be very interested in gaining an understanding of the school's philosophy. It would help the board a great deal in their attempt to understand the school

and its workings. The faculty could work out a philosophy either at its faculty meetings or through committees. Many superintendents include some statements of the philosophy of the school in their annual report as witnessed by the fact that sixty-five checked this statement as applying or applying in part. Fifty-nine said they included no philosophy of the school in the annual report. Seventy-two school heads reported that the school philosophy was worked out as a cooperative endeavor by checking the statement applied or applied in part. Fifty-two said the school philosophy was not cooperatively developed by the superintendent and teacher.

There should be reports on every phase of the school system's equipment, activities, costs, and results for each year; and there also should be reports of progress from year to year.¹

In the annual report. Only ten indicated this was done. Thus writes Paul J. Hanus. H. R. Partridge² also emphasizes the necessity of giving a summary of the year's work. The superintendent in keeping the board adequately informed, should from year to year give a report of the school year just passed. Fifty-four superintendents reported this was done, and another twenty-four said this was done in part. However, forty-seven indicated that they did not give a report of the school year just passed in the annual report to the board of education.

Only sixteen superintendents reported that the method

¹Hanus, op. cit., p. 241.

²Partridge, op. cit., p. 37.

of instruction used in the school was explained. Thirty-three checked this statement as applying in part, and seventy-five indicated it did not apply. If an attempt is being made to improve methods of teaching, then the writer feels an explanation of the method of teaching should be included in the annual report. If any deviation from the usual method of teaching is used, the board should be informed on it. However, if the method of teaching is the same as the board members experienced when they were in school, there is little necessity of including this item. They already know the method of teaching.

Very few superintendents indicated that a report of discipline problems and how they were handled were included in the annual report. Only ten indicated this was done, while ninety-seven reported discipline problems were not included. The writer feels that major discipline problems might be better handled in the superintendent's monthly written report to the board of education. By major discipline problems is meant such things as a specific teacher's difficulty in handling a class, a suspension, or unrest among students due to lack of recreational facilities in the community. Such discipline problems are more of a current nature, and the board should be informed as they occur.

The annual report of the superintendent may be the only literature regarding the school system which is in the hands of the members of the board of education and community leaders. In consideration of this, the report should give a concise statement of the organization

of the school system, teaching staff, plant and equipment, curriculum, financial program, and other topics which are of current interest.¹

This statement points out the need for inclusion of the administrative organization in the annual report, and yet only twenty-five superintendents replied that this was done.

Twenty-seven replied that the statement applied in part, and seventy-two indicated that it did not apply. Twenty-two of the superintendents indicated that administrative organization was included in the annual report came for schools of over one hundred and seventy-five enrollment. Eighty-one school heads checked that they did not include administrative procedures in their annual report. Twenty-eight checked this statement as applying in part, while fifteen indicated that it did apply.

Almost all the superintendents in Iowa schools of under five hundred enrollment have as part of their jobs that of supervision. It is a very important job. On it hinges, to a great extent, the degree of success obtained in the education of the pupils of that school district. The board is entitled to have in its hand information on supervisory practices. The writer found, however, that but seven of the reporting superintendents indicating that a report of supervisory practices was given. Thirty-two indicated this statement applied in part, and eighty-five checked that this did

¹Development of Public Relations--The Annual Report,
op. cit., p. 23.

not apply to their annual report. Almost exactly the same figures as above holds true for the statement regarding a report of supervisory time. It appears that if the superintendent explained his supervisory practices, he reported his supervisory time.

Probably because very few schools of this size have an in-service training program, only nineteen superintendents indicated that they in any way explained the in-service training program in the annual report. Compare this with the one hundred and five superintendents who replied they did not explain the in-service training program. If it is at all possible, every school should have an in-service training program. Every person who calls himself a teacher should be striving to improve as a teacher. The laymen of the board of education know very little about an in-service training program, and the annual report is an excellent place to dispense this information to them.

Part of the job of the annual report is to make recommendations for the ensuing year. Putting these recommendations in the annual report makes them of a permanent nature, thus allowing the board to check the progress of improvement from year to year. Sixty-one superintendents checked that the statement suggestion for the betterment of the school program are included did apply to their annual report. Eighteen said this statement applied in part, and forty-nine indicated it did not apply.

Miscellaneous

Ninety-one school heads replied that reports of charity programs conducted such as Red Cross and Salvation Army were not included. Fourteen indicated this statement applied in part, and nineteen said the statement did apply. The writer feels that the only reason this might be included is to inform the board of the time spent by teachers in handling sums of money such as this. Whether it should be included depends on the local school conditions. If the board is one that feels teachers do not earn the salaries they are getting, it might be well to inform the board of some of the extra duties of the ordinary teacher.

Since the average board member very seldom visits the school while classes are in session, pictures are very valuable in interpreting the school program to the board of education.

At present, however, there is a general tendency to make pictures present the necessary initial appeal. They stimulate the reader to look back of the picture for verbal discussions.

The pictures should be action pictures representing the school at work. They should present the normal and typical work of the school. The pictorial report should explain to the board of education the condition, values, and progress of the educational program.¹

Too few superintendents are availing themselves of this valuable and cheap source of information. Only five

¹William S. Bennet, "Pictures for a Pittance," "The School Executive, LIX (March, 1940), 26-27.

superintendents reported that pictures of class room activities were included in the annual report. Eight said this applied in part and one hundred and eleven checked that they included no pictures of class room activities.

Statements three and four in this section concerned the school plant itself. The majority of reporting superintendents indicated that they included a report of the condition of the buildings in their annual report. Only thirty-four said they did not include this. Seventy-four superintendents indicated that they make recommendations for build-repair and building improvements. The same thing holds true for recommendations for building repair and building improvements as holds true for recommendations for the betterment of the school program; putting it in the annual report makes it a permanent record and allows progress from year to year to be readily ascertained.

A map of the school district with the location of all students is not difficult to make in schools of this size. It can be mimeographed and many copies made. The map is then available to all who need it. It should be available to all who need it. It should be placed in the annual report so that each board member has it at his finger tips whenever he wants to refer to it. Of those who made the map all but one located the students on it. However, a large majority of the superintendents did not include a map of the district in their annual report. Seventy-eight superintendents

replied they did not include such a map. Thirty-four said they did include the map of the school district and twelve replied this applied in part.

One of the many values of the annual report is its archival value. A series of annual reports going back many years is a valuable record of the school. For this reason the writer feels a calendar of the school events for the past year should be included. Sixty-three superintendents indicated that they concurred with this statement while sixty-one replied that they did not include the school calendar.

The last two statements in this section concerned extra-curricular activities such as music and athletics. Many superintendents reported that these were included in the high school annual and not in the superintendent's annual report.

Only ten reported that pictures of the extra-curricular groups were included, and thirty-four reported that extra-curricular records were given in the annual report. This material should be available to the board of education, and it should be part of the school record. If it is put in the high school annual, then these should be available to the board of education, and one should be kept for posterity in the library or on file. If this material is not put in the high school annual, then it should be included in the annual report as a source of reference.

Questionnaire

Acquainting the board of education with facts

regarding the school system is but a part of the total program of getting support for an adequate school program. The board members are elected representatives of the peoples, and as such they should reflect the views of the total school public. Therefore it is necessary to inform the school patrons on the total school program. The superintendent's annual report to the board of education converted into a school report to the public can be a powerful agency in informing the public.

One of the most important jobs of the superintendent and the staff is to keep the public correctly informed of the real objectives and activities of the public schools. People are generally willing to pay for what they deem worthwhile. Public education is no exception. The fact that patrons have taxed themselves so heavily to provide magnificent school plants to make possible free education for every boy and girl in the land means that they believe it is worthwhile to their communities and to them.

If teachers and administrators expect the public to pay their salaries willingly and to support the various kinds of school activities they must convince the public that their services and those activities are worthwhile. This is especially true at the present time of many new types of activity in modern progressive schools which often appear very different from the schools in which the present taxpayers were pupils a generation ago. Moehlman maintains that the heterogeneous character of the American people and the complexity of our social life make school publicity and absolute necessity.

If the writer of an annual report is to achieve his purpose, he must make significant and meaningful for his readers facts about educational processes and results that are in their nature subtle and difficult to portray.

I Ora L. Mercer, "Annual School Reports to the Public," Unpublished Master's Field Report, Drake University, 1949.

However, only twenty-one out of the one hundred and twenty-four superintendents who made an annual report reported that the annual report was given to anyone besides the board of education and the teachers. Five replied an annual report was given to the library; seven said it was given to the Parent Teachers Association; seven said it was given to the paper; six reported an annual report was given to community service groups; one said it was given to the county superintendent; and one replied that it was given to other school men.

The annual report by the superintendent to the board of education is of necessity of a different nature than the annual school report to the public. The latter need not be so factual and statistical.

Where annual school reports are required by the board such reports as are necessary might better be issued in typed or mimeographed form for a limited distribution, some other type of median should be selected to acquaint the public of the education program.¹

Of the twenty-one superintendents that reported they gave the annual report to others, four indicated they added material to the annual report; and three said they deleted material from the report.

The next question asked was what percentage, if any, of the annual report was devoted to accounting for the educational program? The answers to this question varied a great

¹Hunt, op. cit., p. 16.

deal. The range was from zero to ninety percent. The mode was zero with seventeen superintendents reporting that no part of the annual report was devoted to educational accounting. The median on this question was fifteen and the mean twenty-six and seven-tenths. This points out the importance placed on financial, and the little emphasis placed on accounting for the educational program. It would appear as that it should be the other way around. Finance should be subservient to the education of youth.

The question was then asked what percentage was devoted to financial accounting. Again the answers showed a great variance. The range was from two to one hundred percent. The mode was one hundred percent with twelve superintendents reporting all of the annual report was devoted to financial accounting. The average percentage of the annual report given to finances was fifty-five and three-tenths, and the median was fifty percent.

The next four questions were the only ones in either the questionnaire or the check list that required the superintendent to do any writing. Fifty-six superintendents answered at least one of the four questions. The seventh question asked was: Which items included in the annual report aroused the most comments from board members? Finances evidently interested the board most as many superintendents listed items in this field. Fourteen superintendents reported that finances aroused the most comment, four said taxes,

eleven said the budget, three said the activity fund, three said costs, seven said salaries, two said maintenance costs, three said additional equipment costs, and one reported the need for increased state support drew comment from the board.

The curriculum also interested the board members. Superintendents mentioned such items as night school, proposed changes in the reading program, special education program, vocational courses, improvements in the educational program, curriculum, and the hiring of a music teacher as drawing comments from the board.

Other items listed as drawing comments from board members were steady increase in enrollment, building improvements, report of school lunch program, supplies, discipline, transportation, reorganization, orally locating homes of pupils, student problems, school policies, sick leave schedule, school activities, attendance, teacher qualification, and is the teacher doing a good job.

The next question asked was which items aroused the most opposition from the board members? Again the items most frequently mentioned were those involving costs. This only helps to prove the need for the annual report. If the board member is more adequately informed on the whole school program, he will be more willing to levy the necessary financial support.

Board members who are kept in sympathetic touch will tend to sustain the policies of the administration, and prove to be one of his chief agencies of interpreting his

program to the public.¹

Teachers' salaries aroused the most opposition from the board members. Six superintendents reported this item. Other items mentioned involving costs were budget, finance, bus costs, recommendations of additional musical instruments, maintenance costs, bus drivers' salaries, and building improvements.

Many superintendents in their comments said they did not have time to make an annual report, and said that the kind of report suggested by the writer's check list was too lengthy. Yet when the question was asked if there were additional items in the annual report, not called for by the check list, many items were listed. One very important item was new legislation, a point on which the board of education should be kept well informed, and might well be included in the annual report. Additional items mentioned as appearing in the annual report were tuition students, and a list of county eighth grade graduates. This latter might be a necessity in a county where there are few high schools and the board must decide on bus routes to include these new students. In the ordinary high school, there would be no need for such a list.

Other items included in the annual report were detailed transportation accounts, detailed inventory of physical equipment, records of insurance policies and insurance program, minutes of all board meetings, activities program,

¹American Association of School Administrators, op. cit., p. 23.

student personnel, retention and conditions of scholastic standings, health projects, awards, and family directory. The minutes of all board meetings and the retention and conditions of scholastic standings are already available to the board in other records, so it should not be necessary to include them in the annual report to the board of education.

~~Concern~~ The last question asked for comments on the annual report or on the method used by the questioner. The superintendents disagreed widely on the value of an annual report. One said, "It is my personal opinion that such a report is merely busy work for the superintendent and staff who consider it essential in hoodwinking the board of education and the community. Such reports are used extensively by men who are afraid of their jobs, their school board, and the community they work for. I have found that good, honest, straightforward talks to members of organizations and the community as a whole are far better than the most elaborate report contrived."

~~erintend~~ On the other hand a superintendent wrote that the report to the board should be a summary of the entire year's activities in all phases--educational, financial, and extra-curricular--as well as recommendations for the ensuing year's program. ~~Another superintendent supported the annual report~~

~~by well~~ Several superintendents warned not to spend too much time on the annual report. One said, "I have decided one thing for sure that my time spent in trying to help and develop the teacher on the job is better than spending a lot of

time on a report that very few people care little about." Another wrote, "A detailed and extensive annual report in a small school would be a waste of the superintendent's time as much of the information can be discussed orally with the board. Very few of my board would pay any attention to the report after I would spend hours preparing it. Their chief concern is, 'What kind of a school are you operating as judged by the patrons of the community?' I think a superintendent must be careful he does not spend so much time on careful records, reports, and other small bookkeeping details that he spends all of his time on these things, and miss many of his larger responsibilities.

"I think many extensive annual reports are merely a superintendent's personal pride and consumes his time far beyond their value spent in preparing them".

"My comments are regarding a small school where a close relationship usually exists between the board and superintendents."

Opposed to this is a superintendent who writes, "The annual report has been a pleasure on my part. I make it out in worthwhile terms so that I can use it for my own purposes."

Another superintendent supported the annual report by writing, "It is usually financial problems that interest the board. Other items such as libraries, needed equipment, supervision, remedial measures, etc., are passed over quickly. Costs of these items are the main consideration. However,

if an idea is sold the money is forthcoming. Probably most boards are not well enough informed concerning the actual operation of the plant to be easily interested. The matter is left almost entirely to the judgement of the superintendent."

Several superintendents commented that the larger the school the more detailed the annual report should be. They said that the boards in the small school were more familiar with the school operation. The superintendents seemed convinced that the board should have an adequate understanding of the total school program.

One superintendent mentioned the apathy of the school patrons in his comments on the annual report. He said that he distributed as many mimeographed copies of his report as possible to every taxpayer interested in the school. He left ample copies in the stores and shops for anyone interested in receiving copies. Many were there months afterwards. Too few actually wanted them. He had no local paper which he felt was the place for a report.

Two superintendents made specific recommendations on the annual report. "When I first present the annual report, I include a tentative budget with space for changes by the board. At the meeting, we go through the budget item by item, making any changes the board feels necessary. After the July first meeting, the budget is inserted in adopted form." Another wrote, "Items in the annual report vary. Some

Some items which have been in previous years were not in this year, only because of repetition in previous years. There is no need of repeating items just to make a voluminous report."

CHAPTER IV

Superintendents also disagreed on how long an annual report should be. One stated positively, "I think the annual report should not be over four or five pages in the typical school." On the other hand a superintendent wrote that he had a detailed report of thirty to forty pages. Both of the above writers come from schools of one hundred and seventy-five to three hundred and twenty-five enrollment.

Several superintendents wrote that items included in the check list were discussed orally rather than included in a written annual report. The writer feels that oral discussion should be used to supplement the annual report, but items that are needed on record can not be given orally.

A summary of the findings from this study may be reported as follows:

1. Educational writers emphasized the value of the annual report in informing the board of education.
2. Many of the superintendents surveyed said they did not have time to make a comprehensive annual report and do all the other duties required of them. A few of the superintendents doubted the value of a comprehensive annual report.
3. At the present time many Iowa superintendents do not make an annual report. Of those that do, many report financial data only.
4. Authorities in this field recommended that the annual report be put in a permanent form by putting it in a booklet.

CHAPTER IV

SUMMARY OF FINDINGS

The problem studied was to discover the practices in making an annual report to the board of education by selected superintendents in the state of Iowa, and to compare those with the generally accepted practices and characteristics of the annual report as recommended by authorities in this field. An analysis was made of writings in educational literature on the annual report. Then a check list questionnaire was sent to three hundred superintendents in the state of Iowa in schools of less than five hundred enrollment. A summary of the findings from this study may be reported as follows:

1. Educational writers emphasized the value of the annual report in informing the board of education.
2. Many of the superintendents surveyed said they did not have time to make a comprehensive annual report and do all the other duties required of them. A few of the superintendents doubted the value of a comprehensive annual report.
3. At the present time many Iowa superintendents do not make an annual report. Of those that do, many report financial data only.
4. Authorities in this field recommended that the annual report be put in a permanent form by putting it in a booklet.

5. The annual report is but one of many informative devices that can be used to inform the board.
6. The reporting superintendents almost unanimously included the proposed budget and the past year's budget in their report.
7. Many writers suggested that graphs of the budget and of attendance be included in the annual report. Very few of the superintendents reporting indicated using graphs.
8. The fact that the annual report should be cooperatively developed by the superintendent and the teachers was stressed by many writers.
9. Education writers suggested the comparison of teachers' salaries with those of schools of comparative size. Few superintendents reported doing this.
10. Most of the superintendents included the census enumeration in their report.
11. Authorities in this field recommend inclusion of the administrative organization of the school.
12. Almost all writers in educational literature on the annual report suggested the inclusion of a report of the school year just passed and recommendations for the next year. The majority of the surveyed superintendents did this.
13. It was recommended by many authorities that the annual report to the board of education also be used in making an annual report to the lay public. Very few of the superintendents reported doing this.

From the study of many authorities on the superintendent's annual report to the board of education and from the survey of school superintendents in the state of Iowa, certain conclusions may be drawn about the content, preparation, and use of the report:

1. The annual report properly prepared is a valuable source of reference for the board of education and the superintendent.
2. It is an aid in informing the board of education about the school system and its current status.
3. The making of an annual report is not an easy task, but is well worth the effort.
4. The report should be developed by both the superintendent and the faculty.
5. The annual report should be duplicated and put in a booklet for a permanent record.
6. Graphs are useful in the report for depicting some statistical data.
7. The annual report should include a report of the school year just passed in all phases--educational, financial, and extra-curricular--as well as recommendations for the coming year.
8. The superintendent's annual report may be made into an annual school report to the public for wider distribution. The lay public needs also to be informed on educational matters.
9. Monthly written reports to the board of education by the superintendent are valuable in the total process of informing the board about the school system.

One of the most important jobs of the superintendent of schools is to keep the board of education thoroughly informed on all school matters. The board must understand the school program well enough to feel the necessity of raising adequate financial support for a comprehensive school program. The superintendent's annual report to the board of education, if properly prepared and used, can be a major factor in reaching the objective of an informed board.

The annual report has other values besides its informative value to the board. The board of education can use it in interpreting the school to the lay public. The superintendent can use information from his annual report in compiling his reports for the county and state educational offices. Annual reports of past years are sometimes useful sources of information for the school administrator as new problems arise. It has great archival value. A series of annual reports dating back many years will serve as a history of the school and a valuable source of reference for both the superintendent and the school board. Finally the annual report requires the superintendent to reduce to writing many of his ideas. This reducing to writing helps him to clarify his thinking.

The making of an effective annual report is not an easy job. Producing such a report requires expert planning and careful workmanship. It involves many diverse skills. It takes time and money. However, when the report is well done it pays rich dividends.

The superintendent can make his task much easier by availing himself of the talent he has on his school staff. Many things such as a philosophy of the school, attendance, inventories, and part of the report of the school year can be done cooperatively by the teacher and superintendent.

The collection of material for the annual report is a year around task. Notes, clippings, and suggestions of various kinds are placed in a special file from time

to time during the year. A wealth of material is thus available when the time arises for the actual writing of the report.

A superintendent's first annual report is always the most difficult if he plans to provide statistics of former years for comparison. It means that statistics must be collected not only for the year on which he is reporting, but also for previous years. However, after the work is once done some items become cumulative and the information can be brought up to date by a simple adding of figures for the current year.

Each year some special items are reported upon. For these reports, the teachers concerned are asked to report concerning the particular activity.

The annual report should be mimeographed and a copy given to each board member and each teacher. The teacher should be informed on school problems as well as the board. It is relatively inexpensive to produce enough copies on a duplicator for the board and teachers. Parts of the annual report could also be made into a school report to the public.

The annual report should be discussed by the board of education at one or more meetings. The report should be accepted formally by the board of education as an indication of the importance of it.

The American Association of School Administrators gives criteria for preparing an attractive annual report.

1. The report should be sufficiently brief that it will be read, and organized to show what it is intended to convey.

2. While an annual report may embrace a general review of the school system, the inclusion of a mass of statistical facts is not as essential as a few brief statements of what such facts may mean to the school. Properly designed graphs and charts are of inestimable value.

3. Special problems which have been studied during the past year or projects which have received special emphasis should be pointed out. This list will vary from year to year.

4. The report should be duplicated or printed in a neat, attractive, and modern style and a copy presented to each member of the board of education.

5. The report should serve as the basis for discussion by the board of education at one or more board meetings. To bring this about the superintendent should create an opportunity to review it with the board at one of its meetings.

6. Copies of the report should be made available to the press, community leaders, and any others who can benefit from reading it.

7. The annual report of the superintendent may be the only literature regarding the school system which is in the hands of members of the board of education and community leaders. In consideration of this, the report should give a concise statement of the organization of the school system, teaching staff, plant and equipment, curriculum, financial program, and other topics which are of current interest.

8. The presentation of significant conditions and trends, with suggestions for their betterment, rather than self commendation, should be the sentiment of such a report.¹

W. E. Rosentengel suggests some items that should be included in the annual report.

1. Those facts that can be interpreted and used so as to improve school practices directly by contributing to the betterment of instruction.

2. Those facts that can be interpreted and used so as to improve school practice indirectly by contributing to the improvement of a non-educational department--building and supplies for example.

¹American Association of School Administrators, op. cit., p. 23.

²W. E. Rosentengel, "Building the Annual Report." The School Executive, LX (March, 1941), 30-31.

In general the content of the report should not only give the needs and recommendations, but they should also give the conditions at the present time.¹

The same authority list items which might be included in the report.

1. List of legislative and administrative officers.
2. List of employed persons and assignments.
3. Organization of the school.
4. Teacher information.
 - a. Salary schedule.
 - b. Preparation and professional growth.
 - c. Tenure.
5. Pupil information.
 - a. Enumeration.
 - b. Enrollment.
 - c. Attendance.
 - d. Age grade studies.
 - e. Miscellaneous.
6. Supervision, including testing programs.
 - a. Elementary.
 - b. Secondary.
 - c. Special subjects.
7. Health.
8. School plant.
 - a. Utilization.
 - b. Needs.
9. Guidance.
10. Finance.
 - a. Budget.
 - b. Cost Studies.
 - c. Insurance.
 - d. Comparative Studies.¹

Graphs are valuable in interpreting items in the annual report. Graphs may stimulate the readers to look behind the graphs at the statistics. Line graphs, bar graphs, or the so-called "pie" graphs are among illustrative figures which might be employed. Figures 1 and 2 on the following pages give examples of graphs used to make comparisons of

¹ ibid, p. 31.

costs per pupil, average daily attendance, expenditures and percent of attendance.

A map of the school district with the location of students might also be included in the annual report. Action pictures of actual classes are worthy of inclusion. They serve to let the board see the school as well as to read and hear about it.

	Expended	A.O.A.	Per Pupil Cost
1944	167,455	229.1	295.39
1949-50	170,513	231.6	304.45
1950-1951	---	---	---

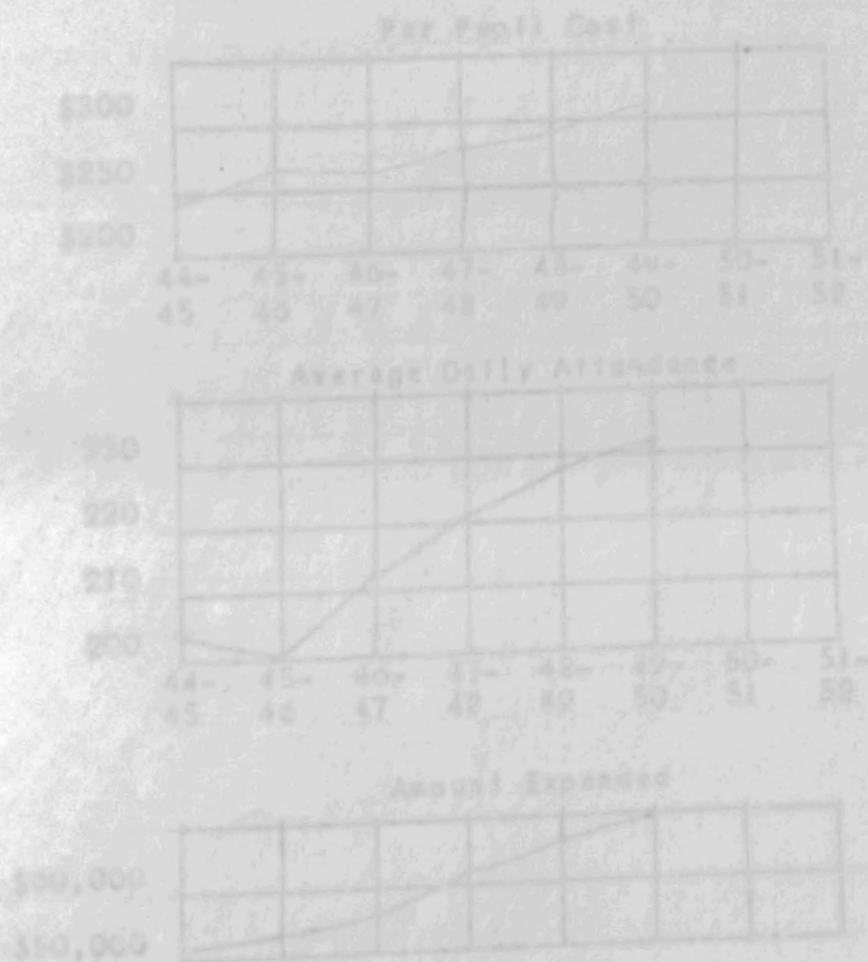


Fig. 1-- A graphic illustration of per pupil cost to average daily attendance, in a hypothetical school.

School Year	Amount Expended	A.D.A.	Per Pupil Cost
1944-1945	\$51,765	203.7	249.21
1945-1946	\$53,840	200.1	269.20
1946-1947	\$56,302	211.5	266.20
1947-1948	\$61,947	220.3	281.19
1948-1949	\$67,455	229.1	295.39
1949-50	\$70,511	231.6	304.45
1950-1951	--	--	--

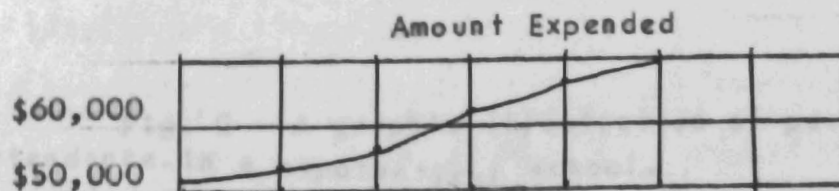
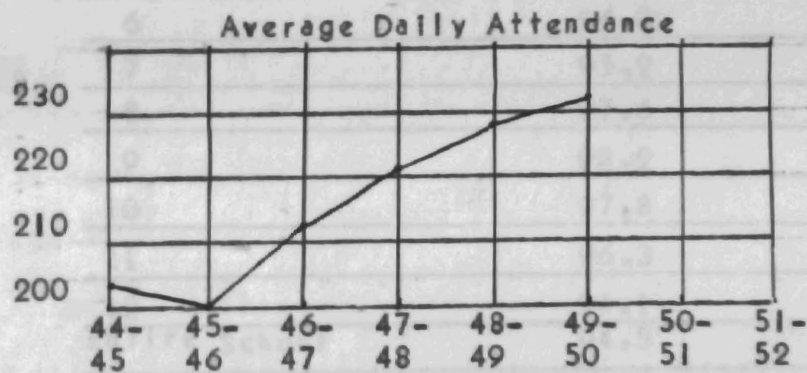
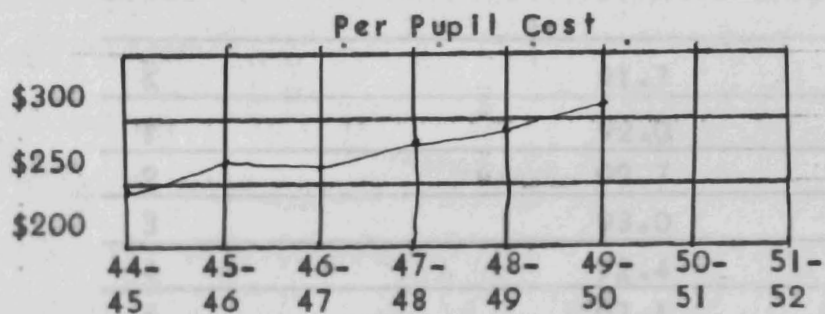
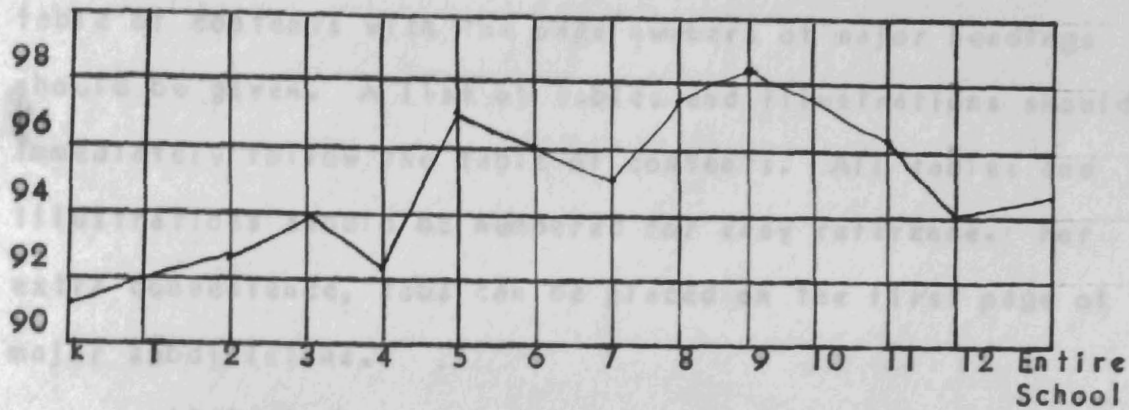


Fig. 1-- A graphic illustration of per pupil cost in average daily attendance in a hypothetical school.

Percent of Attendance



Grade	Percent of Attendance
K	91.7
1	92.0
2	92.7
3	93.0
4	92.4
5	97.1
6	96.0
7	95.2
8	97.6
9	98.2
10	97.8
11	96.3
12	94.1
Entire School	94.5

Fig. 2-- A graphic illustration of percent of attendance in a hypothetical school.

The readers of the annual report should not have to thumb through it to find the material they are seeking. A table of contents with the page numbers of major headings should be given. A list of tables and illustrations should immediately follow the table of contents. All tables and illustrations should be numbered for easy reference. For extra convenience, tabs can be placed on the first page of major subdivisions.

It is to be concluded from the survey of school superintendents in Iowa in schools of under five hundred enrollment that at the present time many superintendents do not make an annual report to the board of education, and many of those do nothing but make a financial report. This is probably due to a misunderstanding of the reporting function of the school superintendent. Until the superintendent realizes that an informed board of education is the biggest asset a school system can have, and that the annual report is one of his best agencies of dissemination, there can be little improvement in the situation.

The superintendent should, with the aid of the board of education and the teachers, evaluate his annual report each year. He should discover what is wrong with his report, and the means of making it better. In the end, the value of an annual report is what people do or do not do as a result of it.

THE SUPERINTENDENT'S ANNUAL REPORT TO THE BOARD OF EDUCATION

This check list and questionnaire refers only to the superintendent's written annual report to the board of education.

APPENDIX

Please check with an "x" whether the statement applies to your school in full, or only in part, or does not apply at all in the appropriate column.

CHECK LIST

Procedure of Making and Using the Annual Report

	Does Apply	Applies in Part	Does Not Apply
1. A written annual report was made by the superintendent to the board of education in the school year 1948-1949.			
2. Each teacher was given a copy of the annual report.			
3. A special board meeting was held for the purpose of discussing the annual report.			
4. The annual report was discussed at more than one meeting.			
5. The annual report was accepted formally by the board of education.			
6. A copy of the annual report was given to each board member before the meeting in which it was discussed.			
7. Part of the annual report was given to the board members orally.			
8. The annual report was mimeographed and presented in a booklet form.			

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THE SUPERINTENDENT'S ANNUAL REPORT TO THE BOARD OF EDUCATION

This check list and questionnaire refers only to the superintendent's written annual report to the board of education.

Please check with an "x" whether the statement applies to your school in full, or only in part, or does not apply at all in the appropriate column.

CHECK LIST

Procedure of Making and Using the Annual Report

	Does Apply	Applies in Part	Does Not Apply
1. A written annual report was made by the superintendent to the board of education in the school year 1948-1949			
2. Each teacher was given a copy of the annual report.			
3. A special board meeting was held for the purpose of discussing the annual report.			
4. The annual report was discussed at more than one meeting.			
5. The annual report was accepted formally by the board of education.			
6. A copy of the annual report was given to each board member before the meeting in which it was discussed.			
7. Part of the annual report was given to the board members orally.			
8. The annual report was mimeographed and presented in a booklet form.			

	Does Apply	Applies in Part	Does Not Apply
9. The annual report was cooperatively developed by the teachers and the superintendents.			
10. The annual report was made in its entirety by the superintendent.			
11. Wall charts and tables of finances, enrollment, and a map of the district are kept on the walls of the board meeting room			
12. Monthly written reports are given to the board on various phases of the administration			
<u>Financial</u>			
1. A proposed budget for the next year was included.			
2. The past year's budget was included for comparative basis.			
3. The past two year's budget was included for a comparative basis.			
4. The past several year's budget was included for a comparative basis.			
5. The proposed budget was compared with median budgets of schools of comparative size			
6. The budget given was detailed.			
7. A summarized account of the revolving fund was given.			
8. A detailed account of the revolving fund was given			
9. A summarized account of the activity fund was given.			

	Does Apply	Applies In Part	Does Not Apply
10. A detailed account of the activity fund was given.			
<u>Instruction and Personnel</u>			
1. A picture of each staff member was included.			
2. The salary of each staff member was included.			
3. The training and certification of each staff member was included.			
4. The years of experience at your school and elsewhere was given.			
5. The median salary for schools of comparative size was given for each teacher.			
6. A list of books used by each teacher was included.			
7. A list of reference material available in each room was included.			
8. A list of instructional materials such as maps, globes, and charts, was given.			
9. The teacher's annual report was included in the superintendent's annual report.			
10. The complete curriculum was included.			
11. A report of all standardized tests given was included.			
12. A report of all unusual and worthwhile school projects was included.			

	Does Apply	Applies in Part	Does Not Apply
13. A list of suggested needed instructional supplies was included.			
<u>Attendance and Enrollment</u>			
1. Enrollment for each grade was included.			
2. The percent of attendance by grades was included.			
3. The percent of attendance of the entire school was included.			
4. The percent of punctuality by grades was included.			
5. The percent of punctuality of the entire school was included.			
6. The census enumeration for the school district was included.			
7. A discussion of school population trends was included.			
8. Graphs of attendance and punctuality are included.			
<u>Board Information</u>			
1. The philosophy of the school was given.			
2. The philosophy is cooperatively developed by teachers and the superintendent.			
3. A report of the school year just passed was included.			
4. The method of instruction used in the school was explained.			
5. A report of discipline problems during the year and how handles was included.			

	Does Apply	Applies in Part	Does Not Apply
6. A report of administrative organization was included.			
7. A report of administrative procedures was included.			
8. A report of supervisory practices was given.			
9. A report of supervisory time was given.			
10. The in-service-training program was explained.			
11. Suggestions for the betterment of the school program are included.			
<u>Miscellaneous</u>			
1. A report of charity programs conducted such as Red Cross and Salvation Army was included.			
2. Pictures of class room activities are included.			
3. A report of the condition of the buildings was included.			
4. Recommendations for building repair and building improvements was included.			
5. A map of the school district was included.			
6. The map gives the location of all school students.			
7. The school calendar for 1948-1949 was included.			
8. Pictures of the extra-curricular groups was included.			
9. Extra-curricular records such as athletics and music was included.			

Questionnaire

Please check the appropriate answer in the space beside the answer. All statements and questions refer to the 1948-1949 annual report.

1. Was the annual report given to other besides the board of education and teachers? Yes _____ No _____.
2. If it was given to others, check where. Library _____, PTA _____, Paper _____, Community Service Groups _____.
3. Was material added to the annual report when given to others besides the board members? Yes _____ No _____.
4. Was material deleted from the report when given to others? Yes _____ No _____.
5. What percentage, if any, of the annual report was devoted to accounting for educational programs? _____.
6. What percentage was devoted to financial accounting. _____.
7. Which items included in the annual report aroused the most comments among the board members? List items _____.
8. Which items included in the annual report aroused the most opposition from the board members? List items. _____.
9. If items were included in the annual report, not called for in check list or questionnaire, please list. _____.
10. If you have any comments either on the annual report or the method used by the questioner, please make those comments on the back of this page.

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